

District School Journal,

FOR THE STATE OF NEW-YORK.

PROMOTE, AS AN OBJECT OF PRIMARY IMPORTANCE, INSTITUTIONS FOR THE GENERAL DIFFUSION OF KNOWLEDGE.—Washington.

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OFFICIAL.

STATUTES, REGULATIONS AND DECISIONS RELATING TO COMMON SCHOOLS.

APPOINTMENTS OF DEPUTY SUPERINTENDENT.

It appears by the proper certificates, returned to the office of the Superintendent, that the following additional appointments have been made to the office of Deputy Superintendent of Common Schools.

LYSANDER H. BROWN, of Watertown, has been appointed one of the deputy superintendents of Jefferson county.

GABRIEL BEACH, of Patterson, for Putnam.

ANNUAL REPORT OF THE SUPERINTENDENT OF COMMON SCHOOLS.

The undersigned, Acting Superintendent of Common Schools, under and by virtue of the first section of Chap. 260, Laws of 1841, and the second Title of the fifteenth Chapter and first part of the Revised Statutes, has the honor respectfully to submit the following

ANNUAL REPORT.

There are in the State, fifty-nine organized counties, eight hundred and twenty-eight towns and nine cities, comprising sixty-two wards. Reports have been received from the commissioners of common schools of all the cities and towns, with the exception of the town of Wilmar in Herkimer county, and Long Lake in Hamilton county, both situated in a secluded and nearly unsettled region in the northern part of the State, where no school districts have heretofore been organized. A school has, however, recently been established in the former town, and with the aid of the public money, will, it is hoped, be able to sustain itself, notwithstanding the peculiar disadvantages of its location.

From these reports an abstract of which will be found in the Appendix, the following results are deduced:

1. The whole number of school districts in the State, on the first day of July last, (the date of the commissioners' reports,) was, . . . 8,495

And the number of parts of districts, 4,751.

Assuming, as heretofore, two parts of districts to constitute one joint district, the number of joint districts is . . . 2,391

10,886

The number reported by the commissioners as existing on the 1st July, 1840, estimated in the same way, was, . . . 10,769

Increase during the year, . . . 117

2. The whole number of entire school districts, from which reports were received by the commissioners, for the year ending on the first day of January, 1841, was, . . . 8,242

Do of parts of districts, 4,679.

Assuming as above, two parts to one joint district, the number of joint districts reporting was, . . . 2,339

10,388

Total number reporting on the 1st Jan. 1840, 10,337

Increase, . . . 151

The whole number of districts formed during the year, was, as above stated, 117; and assuming one-half of these to have been organized between the 1st of July, the date of the commissioners' reports, and the 1st of January, that of the next year, it will follow that the

number of organized districts from which no reports were received, was 230. In 1838, the number was 653; in 1839, 456; and in 1840, 308.

3. In the districts from which reports were received, schools were kept for an average period of upwards of eight months, during the year reported.

4. The number of children instructed during the year, in the districts from which reports were received, (including the city of New York,) was 603,583; showing an increase of 30,553, or nearly double the rate of increase of the preceding year.

5. The number of children between the ages of 5 and 16 years, residing in the same districts, (exclusive of the city of New York, from which no report on this head is required,) on the 31st of Dec. 1840, was 583,347.

The number of children under instruction, in the several districts of the State, exclusive of the city of New York, was, . . . 562,196

Number, between 5 and 16, not instructed in the district schools reported, . . . 21,149

There are, upon an average, about 55 children instructed in each of the districts reporting; and assuming an equal average number to be under instruction in each of the 230 districts from which no reports were received, the aggregate number of children, between 5 and 16, exclusive of the city of New York, not taught in any district school, would amount to only about 8,000.

When we take into the account the great number of children between those ages, who are instructed in the various colleges, academies and private schools scattered throughout the State, the conclusion is irresistible, that, out of the city of New York, the proportion of the youth of the State, debarred from the advantages of elementary instruction, is very small. It is, of course, impossible, from any statistics within reach of the department, to ascertain, with any approximation to accuracy, the true number not participating, in any degree, in these advantages; but it is a source of the highest gratification to be enabled to state, that so far as the means of judging are attainable, the instances of children of the proper age who do not attend any school, when compared with the whole number, are extremely rare. The last annual report of the Regents of the University shows that, independently of the city of New York, there are upwards of 10,000 students in the academies alone; and the number in attendance at private and select schools, can scarcely be less.

6. The number of districts visited and inspected by the inspectors of common schools, during the year, was 6,968, leaving 3,520 not visited or inspected at all. Of the districts thus visited, 2,371 were inspected twice, 811 three times, and 376 four or more times.

7. The whole amount of money expended during the year 1840, for the payment of the wages of duly qualified teachers in the several districts from which reports were received, was \$1,943,531.24; of which \$560,051.70 was public money, and \$483,479.54 contributed by individuals or rate bills.

8. The number of volumes in the several district libraries, on the 1st of January, 1841, was 630,125, being an increase during the year reported of upwards of two hundred thousand volumes. The whole amount of public money reported as having been expended in the purchase of these libraries, during the year, was \$38,903.00; and the appropriation for that purpose, made in April last by the commissioners, and reported as having been paid over to the several districts, was \$100,363.47.

ESTIMATES AND ACCOUNTS OF THE EXPENDITURES OF SCHOOL MONIES.

1. The Capital of the Common School Fund.

By the tenth section of the seventh Article of the Constitution of this State, it is provided that "the proceeds of all lands belonging to this State, except such parts thereof as may be reserved or appropriated to public use or ceded to the United States, which shall hereafter be sold or disposed of, together with the fund designated the Common School Fund, shall be and remain a perpetual fund; the interest of which shall be annually appropriated and applied to the support of common schools throughout this State." The lands thus appropriated, consisting of 407,539 acres, principally situated in the fourth Senate district, in the northern part of the State, was valued by the Surveyor General from the appraisals and estimates on file in his department, at \$205,550.00, and together constitute what is termed the endowment portion of the Common School Fund. This fund is constantly and steadily increasing in value, and the means in which these lands are situated become settled and cultivated.

The productive capital of the fund amounted, on the 30th of September last to \$2,036,625.63, being an in-

crease during the fiscal year ending on that date, of \$2,817.73; and consists of the following items:

Bonds for lands sold,	\$1,087,554 15
Bonds for loans,	424,115 03
Balance due of the loan of 1786,	2,815 12
" " " 1792,	130,792 14
" " " 1803,	220,346 22
" " " 1840,	33,200 00
Bank stock,	102,300 00
State stock,	23,200 96

Money in the treasury, consisting of payments on the principal of bonds for lands, and on loans and first payments on sales of lands, 12,302 06

\$2,036,625 63

The bank stock consists of, 1,000 shares in the Manhattan Company, at \$50 each, \$50,000
1,046 shares in the Merchants' Bank of N. Y., at \$50 each, 52,300

\$102,300

A statement showing the increase and diminution of the capital of this fund, during the year ending on the 30th September, 1841, will be found in the Appendix, marked (D.)

By the addition to the above capital, productive and unproductive, of a sum equal to that portion of the principal of the United States Deposit Fund, from whence is derived the income appropriated by law to the support of schools and the purchase of district libraries, viz. \$165,000, requiring at 6 per cent a principal of \$2,750,000; and also, a sum which will produce the estimated annual residue of the income of that fund, after satisfying all appropriations specifically charged upon it, viz. \$50,000, requiring at 6 per cent a principal of \$833,333.34, the actual capital of the Common School Fund may be stated as follows:

Unproductive capital as above estimated,	\$203,988 96
Productive capital, invested as above, 2,036,625 63	
Principal of income of \$165,000,	2,750,000 00
Principal of residue, as above estimated,	833,333 34

\$5,823,947 98

The balance of revenue in the treasury, belonging to the Common School Fund, on the 30th Sept 1840, was \$114,104.28.

2. Revenue of the Fund.

The revenue derived from the School Fund, during the fiscal year ending on the 30th of September last, was as follows:

Interest on bonds for lands,	\$87,697 90
" " loans,	15,250 00
" on loan of 1792,	6,510 12
" " 1803,	10,686 99
" " 1840,	84
Rents,	153 58
Dividends on bank stock,	4,445 50
Interest on State stock,	1,323 92

\$96,073 85

The annual appropriation from the income of the United States Deposit Fund was 165,000 00

\$261,073 85

Balance in the treasury 30th Sept. 1840, 114,104 28

\$375,178 13

Amount paid out of the treasury during the same period, to meet the apportionment made in 1840, and for miscellaneous items, 285,016 21

Balance of revenue in the treasury 30th Sept. 1841, \$90,161 92

3. Statement of the sums received and collected during the year 1840, and of the expenditures thereof.

The following amounts were raised during the year 1840, for the support of common schools and the purchase of district libraries:

Appropriated by the State, and distributed on the 1st of February, 1840, \$275,000 00

Raised by bonds of supervisors of the several counties in the fall of 1839, and distributed in April, 1840, under § 16 of the school act, (including \$30,250.98, deficiency in the amount raised the preceding year,) 305,252 96

Amounts ascertained to have been raised by voluntary tax in towns under § 5 of Title 2, Chap. 11, Part I. Rev. Stat., 12,412 66

Carried forward, \$592,665 61

Brought forward,.....	\$592,665 61
Derived from local funds,.....	18,846 12
Amount raised under special statutes:	
In the city of New-York,.....	36,575 00
" " Brooklyn,.....	5,550 00
" " Albany,.....	3,556 40
" " Buffalo,.....	3,482 98

Total,..... \$660,676 11

The whole amount reported as having been received and expended by the trustees of the several districts during the year, is..... 658,954 70

Leaving a balance unaccounted for, of \$1,721 41

Which was doubtless expended in those districts from which no reports were received by the commissioners.

On the 1st of February, 1841, there was distributed to the several districts, under the apportionment made by the Superintendent in 1840, in consequence of a temporary increase of the revenue derived from the capital of the Common School Fund, the sum of \$285,000 00

Raised by the boards of supervisors of the several counties, under the general law,..... 283,670 22 (there being an omission to raise the necessary amount in seven counties, owing to the non-reception of the apportionment in season.)

Additional sums raised by votes of towns in 22 counties,..... 18,812 31

Income from local town funds,..... 19,831 69

Amount raised under special statutes:

 In New-York,..... 60,000 00

 Brooklyn,..... 6,100 00

 Albany,..... 3,556 63

\$676,970 85

The whole amount reported as having been received and distributed by the commissioners during the year, was,..... 676,036 07

Balance remaining in the hands of commissioners, \$384 78

ESTIMATES OF EXPENDITURES FOR THE ENSUING YEAR.

On the first of February, 1842, there will be distributed from the revenue of the Common School Fund, and the annual appropriation from the income of the United States Deposit Fund, under the apportionment made during the year 1841, according to the census of 1840, (see Appendix,)..... \$275,000 00

An equal sum to be raised in the several counties,..... 275,000 00

Amount equal to the deficiency of the previous year,..... 1,329 78

Estimated amounts voluntarily raised by towns,..... 20,000 00

Income from various local funds,..... 20,000 00

Sums to be raised under special statutes:

 In New-York,..... 60,000 00

 Brooklyn,..... 6,000 00

 Albany,..... 3,817 86

 Buffalo,..... 9,000 00

 Rochester,.....

 Hudson,..... 1,926 51

A sum equal to that paid by individuals in 1840, for teachers' wages, on rate bills, 483,479 54

Estimated cost of maintaining schools in the several districts,..... 900,000 00

Estimated salaries of the several deputy superintendents,..... 30,000 00

Total estimated expenditure of 1842, \$2,976,553 69

PROGRESS AND RESULTS OF THE SYSTEM.

It is gratifying to be able to state, that during the past year, the most ample indications of the steady advancement and increasing efficiency of our common schools have been manifested. Public sentiment has co-operated with the legislature and the department in demanding a more vigorous and thorough organization in the several districts—a higher grade of qualifications for teachers—a more strict and general supervision of the schools—and an increased degree of attention to the external arrangements and internal details of the system. By the 8th section of the act of 1839, relating to common schools, the Superintendent was authorized to "appoint such and so many persons as he shall deem time to time, deem necessary, to visit and examine into the condition of common schools in the county where such persons may reside, and report to the Superintendent on all such matters relating to the condition of such schools, and the means of improving them, as he shall prescribe." Under this provision, a board of visitors was organized in several of the counties of the state, and individual effort, voluntarily undertaken in others, with a view to the improvement and elevation of the schools. Ample instructions were furnished to the visitors, from the department, comprising the various heads of inquiry deemed requisite to the accomplishment of the object in view; and the results of their examination were communicated to the legislature. From the investigations thus instituted, it was apparent that notwithstanding the beneficial influences which were dispensed by the liberal appropriations from the public treasury, as well as by the commendable exer-

tions of individuals, the schools were languishing for want of a systematic, constant and vigilant supervision. Their complete isolation from each other was also equally obvious; and frequent instances were discovered of the close proximity, for a series of years, of schools differing essentially from each other in their capacities for usefulness, and each ignorant of the condition, wants or acquisitions of the others. The arrangements of the several districts, with respect to the location of their sites, the construction of their buildings, their internal accommodations, and the various conveniences appertaining to the school room, were found in general extremely defective, while there was a want of general interest in the progress of the schools; and even the officers, whose special duty it was periodically to visit and inspect them, had but partially and imperfectly complied with this requisition.

With a view to remedy these defects, and to invigorate the system in all its parts, the act of the last session was passed. Its most distinguishing feature was the institution of the office of deputy superintendent for each of the counties in the state. The functions devolved upon this officer are chiefly of a supervisory nature. He is required to act in conjunction with the officers of the several districts and towns; to advise and counsel with them in the discharge of their various duties; to submit plans for the improvement and discipline of the schools, and to visit and examine them as often as may be practicable; and the only positive powers conferred upon him are those connected with the examination and licensing of teachers. He will thus be enabled judiciously to direct the efforts of inhabitants and officers of the districts in the organization and arrangement of their schools; to afford them material assistance in all that relates to the discharge of their arduous, responsible and often complicated duties; to place at the command of the schools, teachers of the proper grade of qualifications; recommend and secure the gradual adoption of an uniform series of text books, and to avail himself of all the improvements in modes of teaching, of government and discipline, which he may be able to discover within the bounds of his jurisdiction, or learn from a constant correspondence with his coadjutors throughout the state, and with the head of the department. The value and importance of such an agency to the efficiency and success of our extended system of public instruction, cannot fail to be duly appreciated by an intelligent and enlightened community. To ensure its beneficial influences, however, in the promotion of sound education, it is indispensably requisite that the inhabitants of the several districts should sustain, as far as possible, by their countenance and exertion, the recommendations and views of these officers in the discharge of their duties. Opposition or indifference on the part of our fellow-citizens to the paramount interests of elementary instruction, must necessarily paralyze the efforts and discourage the ambition of those to whose supervision such interests have been committed; and so intimate is the connection under our republican institutions, between the people and their public servants, that the ultimate success and practical efficiency of every important measure relating to the common welfare, must depend, to a very great extent, upon the enlightened co-operation of those most deeply interested in the result.

In each of the counties of Allegany, Cattaraugus, Delaware, Dutchess, Jefferson, Madison, Oneida, Onondaga, Oswego, Otsego, St. Lawrence and Washington, each comprising over two hundred districts, two deputy superintendents have been appointed, and one in each of the remaining counties, exclusive of New-York, with the exception of Richmond, Lewis and Wyoming. In the counties of Lewis and Richmond the board of supervisors adjourned without having taken any action in reference to the election of deputy superintendent, and in the county of Wyoming, a resolution was adopted by the board that in their judgment the interest of the county did not require the appointment of that officer.

The several deputy superintendents have entered upon the discharge of the arduous and responsible duties devolved upon them, in a spirit and with a zeal and energy from which the most favorable results are confidently anticipated. The efficient co-operation of the inhabitants and officers of the respective districts within their jurisdiction, may doubtless be relied upon to enable them to carry out the enlightened views of the legislature in the improvement and advancement of the common schools; and sustained by the invigorating influences of public sentiment and a due appreciation of the dignity and usefulness of their station, these agents of public instruction can scarcely fail in the successful accomplishment of the great object with which they have been entrusted. Ample instructions, prepared by the late superintendent, in relation to the performance of their duties, have been forwarded to each of the deputies; and the most flattering assurances have been received from them of the favorable reception which their important mission has elicited, and of the cheerful alacrity with which their exertions have been seconded in the various districts already visited.

The introduction into the several school districts of a periodical devoted exclusively to education, and containing in an official form, the laws relating to common schools, and the most important decisions and regulations of the superintendent, under those laws, forms another valuable feature of the act of the last session. In addition to the facilities which it affords for a general dissemination, throughout every district, of the school

laws and the decisions and instructions of the superintendent, it forms an instructive and interesting medium of communication in reference to the subject of popular education generally—the improvements from time to time introduced into the system—the views of different individuals—the results of various experience—and the progress of elementary instruction in other states and countries. The practical demolition of the barriers which have heretofore separated the eleven thousand school districts of the state from each other, and which have substantially excluded all beneficial intercommunication and knowledge of the rapid progress of education elsewhere cannot fail, it is confidently believed, to expand and deepen the fertilizing streams of elementary instruction, and to diffuse their beneficial influences broadly and extensively throughout the commonwealth.

In pursuance of the 32d section of the act, the late superintendent subscribed for 12,000 copies of the "District School Journal," a monthly periodical, published by Francis Dwight, Esq. in the city of Albany, and exclusively devoted to the cause of education. One copy of each number is transmitted at the command of the superintendent to each month to the clerk, or one of the trustees of each organized school district in the state. The advantages anticipated from such a periodical have been thus far fully realized by the department, as well as by the several districts where it has been received.

Under the 43d section of the act, the late superintendent caused to be printed a sufficient number of forms of reports by trustees of school districts, and commissioners of common schools, to supply the several districts and towns of the state for the ensuing three years; all of which have been transmitted to the county clerks of the several counties, to be distributed by the deputy superintendents. Under the same authority, he also caused the various school laws now in force to be republished in one act, together with full instructions, forms and regulations for the government and direction of the several officers concerned in its administration; a copy of which has also been transmitted to each district and town of the state for distribution in the same manner.

By the 42d section the superintendent was authorized to procure and furnish to each school district in the state, one copy of a map of the county in which such district is located, neatly varnished and mounted, and to contain a brief summary of the geological and topographical statistics of such county, with a statement of the population of the several towns, according to the last national census; the entire expense of such maps delivered to the several districts, not to exceed, on the average, eighty-eight cents to each district; and the Comptroller was directed to withhold from distribution to the treasurers of the several counties, an amount of the library fund equal to the expense of such maps in their respective counties.

It has been found impracticable to carry into execution these provisions, during the past year, in consequence as well of the inability to obtain the requisite statistics, in an authentic form, from the proper department at Washington, as of the existence of doubts in the mind of the late Superintendent, as to the legal operation of the section with reference to the then pending apportionment of the public money, and the corresponding amounts required to be raised in the several counties. These difficulties having now been overcome, no farther obstacles it is believed exist to the purchase and distribution of the maps in question; and negotiations are pending for the accomplishment of this desirable object.

In addition to the county map thus authorized to be purchased at the expense of the state, for the use of the several districts, the inhabitants of each district are now empowered to lay a tax not exceeding twenty dollars in any one year, for the purchase of maps of all descriptions, globes, black boards, and such other scientific apparatus for the use of the schools, as they may deem desirable. It is to be hoped that the powers thus conferred will be generally and liberally exercised; and that no school district in the state will be destitute of these valuable appendages.

The provisions contained in the act for the establishment of schools for colored children, have been carried into effect wherever a sufficient number of such children have been found for their convenient adoption. In connection with various local provisions already existing, they have been found extensively beneficial in our cities and large towns. (To be continued.)

BRITISH SCHOOLS.

GOWER'S WALK SCHOOL OF INDUSTRY—LONDON.

[Would not schools on this plan succeed in the city of New-York? It is admitted on all hands that thousand of children in that great city cannot be persuaded or compelled to attend the free schools. And were there a school house on the corner of every street, we fear the number of truant, vicious children would not be greatly lessened. If, however, these children could earn something, no matter how small the sum, the same parents, who now refuse to send them to school, would most rigidly enforce their attendance. We think the subject worthy of the careful consideration of the

friends of education in all our populous cities. These schools have succeeded in England, and we know not why they should fail here.]

Gower's Walk School.—Among the schools of industry to which we refer, one of the best which we have had an opportunity of inspecting is in Gower's Walk, Whitechapel, London. Placed in the heart of a district densely peopled with the poorer classes, the school owes but little to situation for the contentment and cheerfulness observable in the scholars, whose lively appearance cannot fail to strike every visitor; while the value of the acquirements they are making, is amply manifested in the eagerness shown on the one hand to procure admission to the school, and on the other to obtain the departing pupils as apprentices. When we visited the school, (in July last year) there were two long lists of applicants, the one of masters waiting for children—the other of parents wishing to send their sons and daughters as scholars.

The industrial occupation of the boys is printing; that of the girls, needlework. There are altogether about 200 children in the school, rather more than one half of whom are boys. Both boys and girls are in attendance during seven hours each day. Four hours of this time, are given to the usual business of a school, namely, reading, writing, and arithmetic; the remaining three hours are employed by the girls in needlework, and the boys in printing; with this restriction however, that no boy is allowed to join the class of printers, (a privilege much coveted) until he can read, write and cypher with a certain degree of facility. This regulation is found to act very beneficially in furnishing a motive for increased diligence in the school room. The printers, in number about sixty, are divided into three classes, some one class being always in the printing office, and the others in the school room. Thus the boys are refreshed and relieved by an alternation of manual and mental labor, and both the school room and printing office are constantly occupied.

We were much pleased by the scene of life and bustle among the printers. No lolling and yawning—no wistful looks at the slow-moving hands of the clock; the signs of cheerful industry were visible in every face, were apparent in the quick motion of every limb. The last time we called at the school happened to be on a holiday afternoon; but no stillness of the printing office notified the term of relaxation. The busy hand of the compositor was moving to and fro as usual, and the pressman was tugging at his screw-bar with as much energy as ever. On inquiry, we found that the boys engaged were a class of volunteers, who, incredible as it may appear at Eton or Winchester, preferred passing their holiday at work to spending it in play.

We particularly inquired whether the little printers entered fairly into competition with their elders in the same profession; or whether in point of fact, there was not some protection, some favor of friends, conceding better terms than are allowed elsewhere. We were, however, assured that the school depends on no partiality of the kind; that, on the contrary, a prevailing prejudice against work done by boys, depresses their prices below those usually given for work executed in the same style. It is, of course, necessary that the little fellows should work many more hours than an adult printer, in order to obtain an equal remuneration; what the latter would get through in a day may occupy one of them a week, a fortnight, or even a month; but as the work is paid for by the piece, it is evident that the increased time is followed by no additional recompense.

As evidence of the neatness of the work, it is sufficient to refer to the reports of the National Society, which are always printed by these children. So far as appears to us, the typography of these books bears no mark of inferiority, and we believe it furnishes no clue to the age of those by whom it was executed, save what is found in the imprint, "School Press, Gower's Walk, Whitechapel." It is proper to remark, that the boys receive a good deal of instruction and assistance in the practice of their art; but the cost of this aid is taken out of the proceeds of the printing, which even after this deduction, furnish a considerable sum towards the general expenses of the school, and finally, give a handsome surplus to be divided among the boys.

It appears that the school has existed on its present footing for nearly thirty years. The building, which was formerly a sugar bake house, was applied to its present use by the benevolent and enlightened founder of the school. Mr. Davies, who also endowed the school with the sum of 2000*l.* in the three per cent. consols. The income of 60*l.* a year arising from this sum, and the use of the building rent-free, are all that interfere with the self-supporting character of the establishment. Yet with this moderate help is a school carried on in which two hundred children receive a comparatively good education, being trained in habits of cheerful industry, taught a useful art, and moreover instructed in the ordinary branches of a school education. And not only is all this effected, but a sum of money averaging more than 100*l.* a year, is divided among the children according to their respective savings; one half being immediately distributed in the form of pocket money, and the remainder set aside to meet the expenses of outfit, apprentices' premium, &c. at the time of departure. A boy will in this way accumulate 4*l.*, 5*l.*, 6*l.*, or even 10*l.* before leaving the school; no inconsiderable sum for a lad in this rank of life to start with in the world.

The monthly gains of the little printers average a-

bout three shillings per boy, though sometimes an individual will have to receive as much as six shillings. A savings bank has lately been opened in the school, as an additional encouragement to thrifty habits, and the smallest sums, down to a single half penny, are received. Most of the children have become depositors, though they are quite at liberty to keep their money in their own possession. The bank was opened last February, and when we visited the school in July, the deposits amounted to 23*l.* One boy, a lad of thirteen years of age, was pointed out, who alone had deposited 1*l.* in this short time. This little fellow was of course, one of the volunteer workers on the holiday afternoon; and we learnt, that, not satisfied with the labor of the printing office, he was in the habit of carrying out milk before he came to school in the morning, and of helping his father, a gun-maker, in the evening.

From time to time, the money collected in the school savings bank is placed in the public savings bank of the district, and the interest received is distributed in just shares among the boys. Each one is periodically furnished with a full statement of his account, and it is needless to say that, on passing into his hands, the document is certain to be subjected forthwith to a most rigorous audit.

Without shutting our eyes to the defects of the system we have attempted to describe, effects however by no means peculiar to it, we feel ourselves fully warranted in setting a very high value on its advantages. In the formation of good habits—a principal object of early education—the effect of such plans must be far greater than is produced in many a school of high pretensions, and of great expense; and humble as are its objects and its means, the school in Gower's walk presents much which these prouder establishments would find well worthy of imitation.

It would be interesting to trace the progress of the children brought up at this school, in their career in life; but without some system of registration, such inquiries are very difficult. So far, however, as the master of the school has had opportunities of learning, the subsequent conduct of the pupils has been very good. Many are known to have become thriving men and respectable members of society, and in no one instance, did the master ever hear of a child educated at Gower's Walk, being convicted of an offence against the laws of his country.

FREE SCHOOLS AS COMPARED WITH THE NEW-YORK SYSTEM.

It possibly may be because we have an unconscious bias in favor of our own institutions, but we cannot but think, that our system of schools, wholly free—always open to all the children in the district—possesses a decided superiority over one, where each parent is obliged to contribute a part for the expenses of the school, according to the number of days his children have attended. After our towns have voted the school money, the benefits of the school are the equal property of all. There is no additional burden upon constant attendance; it costs no parent, master or guardian a cent more to send all his children, all the time, than to send a part of them a part of the time, or to detain them all from school during the whole continuance. In very many families, especially where the parents have no adequate appreciation of the value of learning, and where, of course, the children have not been inspired with the love of it, there are a hundred frivolous and unmeaning pretences for desertion from the school. Often, the supposed reasons, for and against attendance, come so near balancing each other, that the weight of the lightest motive, thrown into either side, will turn the scale. The question may present itself to the mind in the form of an expense, if the child goes to school; or in the form of a saving, if he stays at home. The motive may assume the aspect of economy. The cost is immediate and certain; the advantages, it may be thought, are remote and uncertain; and we all know, that a small motive, near by, is more efficient with most minds, than a great one, if remote. As has been said by some one, a straw near the eye seems as large as an oak of a hundred years in the distance. In order to see how a small pecuniary motive will turn men aside from the course they would otherwise pursue, let a man station himself at the fork of two roads, one of which, though nearer and better, levies a light toll, while the other, though poorer and more circuitous, is free, and note how many people, as they arrive at the point of divergence, without saying a word, but merely from having, at that time, a mental conception of a fourpence, will glide into the rougher and longer free road, rather than take the shorter and easier toll one. Now, when each half day's attendance of each child costs something, a similar question will be presented to the minds of many of those who have the care of children. It seems not in conformity with human experience, in other matters, to suppose, that such questions will be decided by all minds without reference to the expense. If the interest of parents in the welfare of their children is a counterpoise against this pecuniary bias, it by no means follows, that such would be the case with masters and guardians, in reference to apprentices and wards. From the time of the American revolution, the most terrible of terrors to an American has been a tax-bill; and a man who spends dollars every week to gratify his pride, or to indulge his appetites, if a tax is presented for the education of his children, will cry out, as Macbeth did to the ghost of Banquo, "Take any shape but that."

We are aware that those, whose duty it is to levy the tax above mentioned, for the attendance of the children, are empowered to remit it, in case they adjudge any inhabitant of the district unable to pay. But this consideration does not touch the case of those who are able to pay, and can have no hope of being exonerated from the tax. This class of persons will not be deterred from concealing acts of penuriousness under the guise of economy; for economy is so noble and excellent a virtue, that misers always call upon it to do their niggardly work. It is a consideration of more weight, that no one can enjoy his portion of the public money, without his own contribution; but, on the whole, we should deprecate this and the daily association of the money-saving motive with the cause of education.

A SUPPLICATION TO THE PEOPLE OF THE UNITED STATES.—Continued.

Gave,—that generous benefactor,—that magnanimous philanthropist, is almost provoked. He declares that he has a good mind, for once, to demand back his donations from the temper-trying misers. I gave a thousand dollars, this very day, towards the completion of Bunker Hill Monument. But don't say of me—he gin. I never gin a cent in my life.

Get,—that enterprising and active character, who, generally, in this country, helps Give and Gave to the whole wherewithal of their beneficence, and gains for old Keep all his hoarded treasures, and is a staunch friend of all the temperate and industrious of the working-man's party—Get stops to complain, that some of those he serves the best, call him—Gif. And he is very reluctant to get along about his business, till some measures are taken to prevent the abuse. Get is now waiting, ye workies of all professions; what say? Will you still, with a merciless i, make him Gif?

Gum, is always on the jaw, that he is so often called Goomb, in spite of his teeth.

Gown,—that very lady-like personage, is sighing away at the deplorable de-formity that de-spoils her beauty in the extreme, as is de-developed in the following de-tail, Gown-d. Oh! ye lords of language! if ye have any gallantry, come to the deliverance of the amiable gown, that she may shake off this Dependant.

Handkerchief,—your personal attendant, is also distressed in the extreme. She is kept by many from her chief end in the following cruel manner—Handker-cher.

January—that old Roman, is storming away in the most bitter wrath; shaking about his snowy locks, and tearing away at his icy beard, like a madman. "Blast 'em," roars his Majesty of Midwinter, "don't they know any better than call me January?" They say, "It is a terrible cold January,"—then, "It is the January thaw." Oh! ye powers of the air! help me to freeze and to melt them by turns, every day for a month, until they shall feel the difference between the vowel a and the vowel i. My name is January.

Kettle,—that faithful kitchen servant, is boiling with rage. He is willing to be hung in trammels, and be obliged to get his living by hook and by crook, and be hauled over the coals every day, and take even pot-luck for his fare,—and, indeed, to be called black by the pot; all this he does not care a snap for—but to be called Kittle—Kittle! "Were it not for the stiffness of my limbs, I would soon take leg-bail," says the fiery hot Kettle.

Little—allows that he is an inferior character, but avers that he is not least in the great nation of words. He cannot be more, and he will not be less. Prompted by a considerable self-respect, he informs us that he is degraded to an unwarrantable diminutiveness by being called—Leetle. "A leetle too much," says one. "A leetle too far," says another. "A mighty leetle thing," cries a third. Please to call respectable adjectives by their right names, is the polite request of your humble servant—Little.

Lie,—that verb of so quiet a disposition by nature, is roused to complain that his repose is exceedingly disturbed in the following manner. Almost the whole American nation, learned as well as unlearned, have the inveterate habit of saying—Lay, when they mean, and might say, Lie. "Lay down, and lay a-bed, and let it lay," is truly a national sin against the laws of grammar. Lie modestly inquires, whether even the college-learned characters would not be benefited by a few days' attendance in a good Common School. Lie is rather inclined to indolence, and has a very strong propensity to sleep; but he would not be kept in perpetual dormancy for the lack of use. Please to employ me on all proper occasions, gentlemen and ladies; here I lie.

Liberty—is an all-glorious word—the pride and boast of our country. He has been the orator's Bucephalus—his very war-horse, with neck "clothed with thunder." Oh! how the noble creature is degraded! He is made by many a boasting republican, in this land of the free, to pace in this pitiful manner—Liberty—Liberty!! Ye sons and daughters of the Revolutionists, if you really aim at your country's glory, and the world's best good, give the r heavy tramp of a battle-host. Not Liberty, but LibeRty.

Oil—you all know, has a disposition smooth to a proverb; but he is, to say the least, in great danger of losing his fine, easy temper, by being treated in the altogether improper manner that you here behold—He! He! Poor Oil has been for centuries crying out O! O! O! as loudly and roughly as his melodious but sonorous voice will permit; but they will not hear—they still call him—He.

DISTRICT SCHOOL JOURNAL.

FRANCIS DWIGHT, EDITOR.

ALBANY, FEBRUARY 1, 1842.

ANNUAL REPORTS OF THE SCHOOL DEPARTMENT.

THE annual report of the acting Superintendent, the publication of which we commence in the present number, presents clearly and concisely the statistics of the department, accompanied by many interesting and valuable suggestions, and encouraging the most animating expectations of incalculable good from the thorough and salutary supervision of the schools. We trust that these hopes may be realized; and that the people's schools will, in truth, become nurseries of virtue and intelligence, where the rich and poor may meet on common ground, and so learn those great lessons of a common brotherhood, as men, and a common destiny, as citizens, that they never may be forgotten. That the generation, which is already crowding into our places, may be more distinguished by integrity and patriotism, than by any triumphs of art or any accessions to the wealth or power of our country. Instead, however, of resting satisfied with what has been accomplished in the cause of general education, or indulging in flattering anticipations of a brightening future, let us well consider and resolutely do the work of the present, that these hopes may not prove fatal delusions. The single fact, that in the State of Connecticut, but one white citizen of 30 years of age out of five hundred and seventy-four is unable to read or write, while in New-York one of every forty-nine is in this unfortunate situation, should warn us that much remains yet to be accomplished.

What is the condition of the schools? If we turn to the reports, we seek in vain for a satisfactory answer. All there is inferential. From the increase of the rate of teachers' wages, from 1831, when the average was \$11 per month, to 1839, when it had reached \$18, it is inferred that an increased interest is felt in the schools. But how little light does this fact throw on their wants and the means of their improvement. And yet it is the most conclusive fact to be found in our reports; for unfortunately, they are not only deficient in essential information, but their most important tabular statements cannot be relied upon, owing to the defective nature of the returns made to the department. Thus, in the report of 1841, it appears that the whole number of children in the State, excluding New-York, of school-age, is 592,564, and that 572,995 are taught in the public schools. That is, all but 20,000! And yet it is beyond a doubt, that more than this number are taught in our academies and private schools; that more are at service as apprentices, clerks and domestics; and more are vagabonds, going to no school but that kept in the grog-shop or the street. How, then, is the number made up? By counting pupils of all ages, as attending school, and also recounting the same children in different schools; so that, instead of a fixed ratio between the number of school children and the number taught, we have not even a safe approximation to the truth.

The next most important fact, is the time the children are taught. It appears that the schools are open, on an average, eight months of the year. But what is the history of nine out of ten of the winter schools? They open in November with from eight to fifteen pupils; as the farm work is closed up, the larger children begin to drop in, and about the first of January the school is full, numbering, perhaps, thirty children; for about two months the attendance is called good, that is, not more than one-sixth—about 100,000 in the State—are every day absent; from the first of February the school dwindles down, and as soon as the maple sap starts, it breaks up. That is, as soon as the larger children can do any thing else, they quit the school. We leave to others to say how many of the 600,000 children receive their eight months schooling.

The library returns are also delusive. It appears that there are 422,450 volumes in the district libraries; a most gratifying fact, and full of promise for the future. But the number, although very large, is undoubtedly here overrated, as joint districts report the

same library as being in different towns, and the same books are in these cases carried twice, and sometimes three times, into the returns.

The fiscal returns abound with errors. According to law, one-fifth of the amount apportioned to every town must be set apart for library money. Turn to the reports, and see how often this proportion is maintained. We open at random at the town of Hector: its public money in 1839 was \$2,163.62, its library money one-fifth, or \$432.72; but it returns as having expended for libraries \$287.85; while Ithaca, the next town, with but \$1,897.45 of public money, returns as expended for libraries \$287.87. In neither case is much over half the proper sum returned as expended, and though these and similar errors should, we doubt not, be referred to the careless manner in which the returns are made, yet whatever the cause, it renders the statistics of the department almost worthless.

It was in view of these and similar facts that the creation of the office of county superintendent was almost unanimously concurred in at the last session, there being but two negatives in the senate, and about twenty in the assembly on the main question. "Let us at least know the condition of our schools," it was urged, on all sides, "that such measures may be adopted as will make them fit nurseries of a virtuous and intelligent people." In this hope was the office established, and we, with great confidence, call upon the county superintendents to realize so reasonable an expectation. It is for this purpose that we have asked attention to some of those defects in our school statistics, which have hitherto been utterly irremediable; that by a careful attention to the admirable "instructions" of the late Superintendent, all errors may be corrected, and a perfect picture presented of the working of the system throughout every county of the State. The law calls upon you for a great and accurate "educational survey;" and if your fellow-citizens have anticipated from a mere exploration of our minerals and soils, vast accessions of wealth and power, how much more reason is there for hoping from your labors, that wealth which perisheth not in the using, and that power which cannot be perverted—the wealth and power that intelligence and virtue give the State.

Nor would we, in pointing out the defects, be deemed unmindful of the merits of our annual reports. Their errors have been owing to the meagre and imperfect returns received by the department; but we can refer to the brighter roll of their merits all the great measures of reform which have successively elevated the system. The establishment of teachers' departments, the library law, the appointment of visitors, and the creation of a thorough system of supervision, may all be traced to the annual reports; whose earnest appeals and admirable counsels have ever sustained the friends of universal education, arousing the indifferent, encouraging the doubtful, and widely diffusing inestimable, though unthought of, blessings.

COMMUNICATIONS FROM COUNTY SUPERINTENDENTS.

MONROE.

Rochester, January 8, 1842.

MR. S. S. RANDALL—Dear Sir—There are four or five considerable villages in this county, where the common schools have been much neglected, and very much depressed in consequence of the support and patronage of the more able citizens being extended to private and select schools, leaving the poorer to sustain the common school, who, from necessity, have been obliged to employ "cheap teachers." I am exerting my influence to correct this evil, by restoring to the common schools what belongs to them, and am discouraging (as much as I can) persons from sustaining these select schools, because I know no good reasons why our common schools may not be elevated to a standard to meet the demands for education to any degree required, short of an academic (I had almost said a collegiate) course of instruction. What success may attend my efforts, I will not now undertake to predict, but wait to state results.

I have made some three or four appointments to attend public meetings, when I have found the common schools in a depressed condition, and shall exert my feeble abilities to induce the people of these districts to abandon their select schools, and combine their energies to erect large and convenient school-houses, and secure the means of a higher standard of education under the common school system, than they now possess in their select establishments, and at less expense too.

I have no difficulty in convincing parents, that one large school can be better taught and at less expense, under one competent principal, and one or more assistants, than two or three small schools with an equal number of teachers; and, indeed, that 200 children can be more thoroughly instructed in one school, with three teachers in separate departments, than the same children can be in five separate district schools, with as many teachers; but I am sometimes answered with remarks like these: "Well, I agree with all you say; but here is an objection and difficulty that occurs to my mind: your school law requires, that in making out the rate-bill, the trustees shall charge each scholar alike, in proportion to the number of days they respectively attend; therefore, if my child is in your primary department, learning his A, B, C, he is to be rated as high as my neighbor's son, who is in the highest department, learning the languages and the higher branches of mathematics, &c., and under a teacher who is paid three times as much as the teacher of my child, so that I am compelled to pay a part of the tuition of my neighbor's son, who is worth a great deal more than I am." The reply, that the rate-bill is small, and that in time his son will be in the higher department; and again, that many of the pupils in the higher department are the children of the poor, who cannot pay the higher rate of tuition, does not seem to be satisfactory.

With much respect, yours, &c.

H. E. ROCHESTER,

Deputy Superintendent for Monroe Co.

REMARKS.

The objection here referred to is one very frequently made; and although the answer given by the Deputy Superintendent is cogent and just, the prevalence of a feeling of discontent and dissatisfaction on this head is well calculated to undermine the usefulness of these schools, and to prevent the general adoption of the plan here recommended. The policy of the common school system recognizes no distinction, in making up the rate bills for the payment of teachers' wages, between the different branches of study taught during the term. Whether the pupil is engaged in the simplest elementary branches, or in the highest studies of the school, the charge for tuition is invariably required to be assessed solely in proportion to the number of days attendance. Independent of the considerations so pertinently urged by the deputy—that the child, who to-day is engaged in mastering the rudiments of letters, will to-morrow, and each successive day, be advancing step by step, until in time he avails himself of the facilities afforded by the school for instruction in the higher branches; that the amount of compensation to the teacher is far from being burdensome, when thus equalized among all who attend the school; and that provision is thereby made for the children of indigent parents to participate in all the advantages attendant upon a full course of instruction—the comparative importance of the elementary course of instruction is wholly underrated by the objection in question. Is it true, that the value of the teacher's labor in the higher departments of the school is greater than that in the primary? Is it not rather of paramount importance that the expanding energies of the infant mind should be judiciously developed and rightly directed—that the foundations for future usefulness should be strongly and permanently laid—that the moral character should be surrounded with those guiding influences which are to sway it in after life, and to determine its destiny—and that the ripening habits, tastes, inclinations and propensities should be gradually and systematically matured, in accordance with sound principles and an enlightened standard of duty? If any distinction is to be made in the rates of compensation paid to teachers, are not the services of those who thus take up the intellectual and moral discipline of the nursery and the family fire-side, and mould the future character of the man, vastly more valuable—more important—more momentous in their consequences and results, than those of any subsequent guides in the acquisition of knowledge? No one who duly appreciates the importance of first impressions on the youthful mind, can hesitate in answering in the affirmative. No portion of the period usually assigned to instruction is fraught with that deep interest and responsibility which attaches to the first stages of elementary discipline. None is accompanied with a higher responsibility on the part of the teacher; or requires the possession of a higher grade of ability, aptitude and enlightened discrimination. If, at this eventful period, the child has had the benefit of that judicious intellectual and moral discipline which is indispensable to his future progress; if the foundations of education have been well laid, and the mind rightly directed, the labors of the teacher will, thereafter, be comparatively trifling. The keys of knowledge having been placed in the possession of the pupil, he will experience little difficulty in exploring the rich treasures of science, requiring only the aid of an experienced guide, to prevent him from deviating into unprofitable paths. The requisition, therefore, that the wages of the teacher shall be equally assessed upon all, without reference to the particular branches of study pursued, is founded as well in good sense and practical utility, as in the policy of the system of which it forms a part; and its abandonment can be justified only upon principles which, in their result, would sacrifice the permanent interests of the common schools to considerations of sordid selfishness and unworthy jealousy.

S. S. RANDALL,

Acting Superintendent of Common Schools.

ROCHESTER.

Rochester, Jan. 17, 1842.

DEAR SIR—I have thus long neglected to lay before you the condition of the common schools of Rochester, hoping to be able to furnish a more flattering statement than could, in truth, before this have been given.

The law under which our schools are at present organized, you are aware, took effect on the 20th of May last. The board of education organized in June, and I received my appointment in July last. At that time many of the districts were but poorly supplied with houses; others were destitute. Several new and commodious ones have been built; others have been enlarged and improved. We have now thirteen organized districts, in which are thirty-two distinct departments where schools are taught. Of this number, thirteen are taught by males, and nineteen by females; most of which can, with much truth, be said to be in a very flourishing condition.

Below I give a synopsis of the condition of our schools now as compared with July:

School Districts.	No. Scholars.
No. 1, average attendance July, 185,	Jan. 310
No. 2, do. " 130,	" 145
No. 3, do. " 200,	" 250
No. 5, do. " 180,	" 180
No. 6, do. " 100,	" 351
No. 7, do. " 40,	" 40
No. 8, do. " 20,	" 50
No. 9, do. " 167,	" 167
No. 10, do. " 150,	" 200
No. 11, do. " 40,	" 195
No. 12, do. " 128,	" 145
No. 13, do. " 35,	" 60
No. 14, do. " 60,	" 140
Total scholars,.....	1048 2233

Having, as you will perceive, more than doubled in numbers since the 1st July last. A portion of this increase it is fair to attribute to the change of season; still, a large number of the ordinary private schools have been broken up, and where the houses are such as to admit of a proper classification, our common schools are now admitted to be even much better than many of the private ones.

Our board of education entered upon their duties in autumn last with commendable zeal: reorganized the districts, reduced their number and increased the size of the schools in the densely settled part of the city, rendering it easy to class the scholars according to age and advancement, and to separate the sexes, giving each distinct apartments and play grounds, thereby removing the hitherto reasonable objection to our common schools. In most cases great care has been taken that competent teachers be employed, and we can at this time compare some of our teachers with the very best in the state.

Our system is new, and it requires time to overcome prejudices, and even pre-existing evils. That all this, with care, prudence and labor, can be performed, I doubt not; and I trust, six months from this time, we shall be able to present a flattering state of things in reference to common schools in Rochester.

With much respect, I remain, sir, your very ob't serv't,
S. S. RANDALL, Esq. I. F. MACK,
Superintendent Com. Schools of Rochester.

CATTARAUGUS.

East Otto, Jan. 1, 1842.

S. S. RANDALL, Dear Sir—In general I visit two schools in a day, examine the libraries, collect the necessary statistics, make such suggestions for the improvement of the schools as the valuable hints contained in the District School Journal and my own experience and observations (the results of nearly fourteen years employment in school-teaching) will enable me to make. I have succeeded in most districts in inducing the citizens to organize or otherwise arrange to visit their schools each week on a day certain. I also advise the teachers to form societies for mutual improvement. In this enterprise, however, I meet with difficulties. Some teachers decline taking any material interest in the subject, as they do not intend to teach any longer than the present term, if any other business can be obtained. Others appear to be a sort of itinerant teachers, who feel no desire to obtain any more information than is necessary to barely last them three months; and in some instances they manifest but little uneasiness if they find their stock "used up" before their schools close. These, of course, cannot be enlisted. Others are young men of a high order of intellect and competent literary attainments; these are ready for the work. But I regret to say that some of this class are obliged to encounter almost every variety of difficulties: such as open log-houses—poor old framed houses, with loose clap-boards, plaster falling off, broken windows, "and worse than all, and most to be deplored," they experience a reckless inattention on the part of the patrons of the school. This evil must be remedied—an interest must be excited—the public attention aroused to the all-important subject of common school education. To accomplish this, let the friends of our common country, and our country's hopes, take a deep interest in this great subject. Let the District School Journal be generally read, and every effort made on the part of the deputies and teachers to enrich its columns with the results of their experience, and to awaken by its appeals the reckless and the indifferent.

One word in relation to district libraries. Their location is frequently from three-fourths to one and a half miles from the school-house. This is a great inconvenience to the deputies. I would suggest a regulation, allowing the librarian, by the consent of the trustees, to appoint the teachers deputies during the continuance of their schools, to take charge of the libraries, subject to the librarian's occasional supervision. Such a regulation would not only facilitate the labor of the deputies, but would ensure a much greater circulation of the books, an object greatly to be desired.

With great respect, yours, &c.

E. A. RICE,
One of the Deputies of Cattaraugus.

OSWEGO.

Mexico, Oswego co. Jan. 17, 1842.

DEAR SIR—On the result of the present effort for the elevation and improvement of common schools hang all the hopes of the friends of popular education; there is an anxious solicitude pervading the public mind in regard to the issue under the action of the last legislature of this state.

All efforts to promote reform should strike at the root of existing defects; officers may comply with the technical forms of law, yet, unless the mass of parents realize their responsibilities as connected with the district school, little will be accomplished. Responsibility is not at an end when the trustee is appointed; it is the duty of parents individually to see a well-conditioned school in successful operation and liberally patronized, personally to visit their respective schools, counsel with the teacher and encourage the pupils.

The suggestion in the last No. of the Journal in reference to a State Convention of the Deputy Superintendents, meets my approbation. Might not such a convention be held about the first of May next at Syracuse? The deputies at present are actively engaged in the visitation of schools; in the spring there will be a suspension of schools a short time previous to the commencement of the summer term, thus affording a convenient season for absence. Such a convention would unquestionably have a happy effect; a general and uniform plan of action might be devised; an opportunity for a free interchange of sentiments and experience would be afforded, and this is much to be desired. And last, though not least, the important task of examining the merits of text books to be introduced in our schools, as suggested by the superintendent of Otsego, might be presented as a prominent feature of the convention, &c. If the time and place of holding the convention does not meet your approbation, let some other be mentioned; let the convention be announced.

I am respectfully yours,

D. P. TALLMADGE,
One of the Superintendents of the County of Oswego.

DUTCHESS.

Wappinger's Creek, Jan. 10, 1842.

MR. DWIGHT, Sir—In furtherance of the instructions prescribed by law for the deputies in visiting schools, I have adopted the following plan. In each district I seek out three gentlemen (shunning district officers) as a committee to visit the school for one year. I strive to find men of good education, of excellent moral character, and such as will undertake the task from purely philanthropic motives. If practicable I see them all, and explain my object, stating what duties the schools require at their hands, and asking them not to undertake the office unless they can and will faithfully discharge it. And it is a cheering fact, that although I have invited citizens to serve on these committees who hold the highest rank as to wealth and moral worth, not one has yet refused his aid. They visit the district school singly and collectively so often, that some one inspects it every week, and they note down every thing which needs correction. I have also in some cases associated three districts, and requested the respective committees to interchange visits about once in each quarter. The teachers are in all cases notified of this arrangement. I do not select trustees as committees, because it is their duty to visit their school; and I believe that they will cheerfully co-operate with the visiting committees in securing that regular supervision which is so essential to all improvement. And why should not teachers be supervised, and their work inspected as well as that of all other classes of men entrusted with the interests of others? It is the only means of elevating the character of their profession, and I feel assured that they will most cordially welcome all who will take an interest in their unthought duties. It is because the people are indifferent to their labors, that those labors are often without honor or adequate reward. But the supervision of the schools is only one object gained by forming these committees. It will be a means of enlisting in the cause of common school education the energies and good wishes of a class of men who have never thought of their duty in respect to these schools, and under their auspices, I hope to see many an old school-house demolished, and many new and true schools of knowledge and duty opened in this county.

Perhaps I am too confident of success, but as the cause is good, I trust not.

Yours respectfully,
WILLIAM BAXTER,
Deputy Super't for Dutchess Co.

ROCKLAND.

Clarkstown, Jan. 12, 1842.

MR. DWIGHT—Dear Sir—It is with mingled emotions of pleasure and satisfaction that, by a perusal of your paper, I am thus doubly convinced of the beneficial effects which are about to accrue to our common schools by the appointment of county superintendents. The system has long been waiting for something as a stimulant to renewed exertions. It has been fanned and kept alive by continued acts of legislation and by proffers of public money, until individual interest has almost forgotten that she has any part to perform in sustaining the schools. We now have arrived at a period which loudly calls for an effort; and this is the one which I trust has not been "conceived in weakness, and will end in folly," but on the contrary, will be the honored means of placing first in rank, in the minds of our fellow-men, that which is the basis of our liberty, and upon which the hopes and future prosperity of our free institutions depend.

The people need to be awakened to a sense of their own situation, and to the present condition of their schools, and to the means which will render them in a short period such as will confer honor upon them as parents, and credit to us as a portion of the Empire State.

The duties of the office of deputy superintendent are indeed responsible; but if, by a devotedness to the discharge of them, and an exertion not relaxed by an accompanying pursuit, evident marks of improvement in the condition of our schools should be observable, the duties themselves will become a pleasure. The co-operation of parents is all that is wanting to render the office a blessing; and their assistance cannot, will not be denied, when once convinced of their personal interest, of the duty which they owe to themselves and their children.

The sentiments communicated by the several county superintendents, through the columns of the District School Journal, are in strict accordance with my views on the several subjects. The instructions which our late superintendent has given to the several deputies with regard to the qualifications of teachers, ought, by no means, to be overlooked. The greatest source of evil is the licensing of unqualified teachers. The sentiment of our late superintendent upon that point is conclusive: "That cheap teachers cannot be good teachers, until all the springs of human action are reversed, and until men cease to pursue those employments which render the best returns for their talents and industry."

With regard to a change of school books I must make one or two observations. Where a uniform system exists in a school, and that one in all respects suited to the capacities of the scholars as they are brought to advance, a change in such a case would not only be expensive, but injurious. But where, on the contrary, such books are in use as are beyond the capacity of the children, although it may be a uniform system, a change would not only become beneficial, but actually necessary. I, therefore, most cordially concur with our distinguished friend from Otsego, in the opinion, that a series of school books, recommended by a committee selected from a CONVENTION OF COUNTY SUPERINTENDENTS, with the advice of the State Superintendent, would answer all the expectations and actual necessities of a majority of our common schools. The study of the mere sounds of words, without regard to the ideas conveyed by them, has too long been the pursuit of our children in the common schools. We need a reform in this point, and such a reform can only be brought about by a series of books, properly compiled, together with the co-operation of faithful and qualified instructors. I do, therefore, sincerely hope, that as soon as possible something may be recommended to us, which we as faithful guardians of our common schools, can cheerfully subscribe to, and urge the adoption of throughout the country. Such a uniformity would completely do away with a change of books with every change of teachers.

That something similar to this may soon be carried into effect, and the general welfare of our schools be promoted, is the sincere wish of

Your obedient servant,

NICHOLS C. BLAUVELT,
Deputy Sup't County of Rockland.

P. S. A number of well qualified teachers can have employment during the year, and good wages, by application to the subscriber.

N. C. B.

FULTON.

To the Teachers of Common Schools of Fulton County:

GENTLEMEN—In accordance with the wish expressed by most of you, I hereby give notice, that I have fixed upon the 18th day of February next, at 12 o'clock at noon, and the Court-house in the village of Johnstown, as the time and place of meeting, for the purpose of forming a county teachers' association. As questions having an important bearing upon the interests of the rising generation may be brought up for discussion, the attendance of you all, gentlemen, is most earnestly solicited.

Most respectfully yours,
F. B. SPRAGUE,
January 21, 1842. Deputy Superintendent of
Common Schools of Fulton County.

MADISON.

Canastota, Madison Co., Jan. 20, 1842.

MR. DWIGHT—Dear Sir—It is a lamentable truth, that moral instruction is very much neglected in our

district schools. This should not be so. Our common schools should be nurseries of moral culture, as well as of intellectual literary improvement; and our teachers should feel and exercise a parental guardianship over their scholars. Some teachers are under the erroneous impression, that they have no business with the morals of scholars, and therefore suffer the most gross improprieties, excepting within doors and during school hours. Such are moral evils rather than public benefits. And we entreat all who are interested in the welfare of the young—and who is not!—to prevent the means of blessing from being so utterly perverted. Generally, the teachers are anxious to co-operate in elevating the common school, and welcome most heartily the measures of reform now in progress; but we would have all remember, that public morals and virtue are essential to the existence and safety of our country, and that they depend upon the education and habits of our citizens.

I am very much gratified to find that the people of the towns within my charge are willingly disposed to assist me in any suitable measures within the purposes of my office. *Against their will nothing can be done—with their help every thing can be accomplished.* I find a great difference exists among school officers. Some towns have very competent commissioners and inspectors, whilst others are burthened with those who weigh like an incubus upon the prosperity of their schools. The people ought to select with care, men who will be faithful to their sacred trusts, and who will realize the importance of their duties, rather than think of the mere trifling compensation allowed them; men who feel they owe duties to a common cause, and who take pleasure and pride in discharging them. We have such men, and why do we not call in their aid in carrying out the noble objects of systematizing and promoting our district schools? Then our common schools can be made superior to, and may even supersede our select schools; but it will require the united action of school officers, parents and teachers to attain this good.

Yours, &c.

THOS. BARLOW,
Deputy Superintendent.

ALLEGANY.

[We give, from the Independent Gazette, a few extracts from the "statement" of the Superintendent of Allegany, of the condition of the schools in the town of Nunda. They exhibit an honorable and fearless purpose, faithfully to discharge the duties of his important office; and we congratulate the people of that county in the prospect of a thorough and salutary supervision of their schools.—Ed.]

"The subscriber having visited the schools in this town, offers the following for the consideration of this community.

No schools were kept in three districts at the time of visitation, although the trustees of one of them informed me that their school would commence by the first of January.

The inhabitants of one of the others felt themselves too poor to support a winter school, having had a school five months during the past summer, kept by a qualified teacher.

In the other district, two of the trustees refuse to employ a teacher, assigning as reasons, that the district refused to authorize them to move and repair a certain building to be used as a school house this winter—that the house the other trustee wished to have occupied, was so far from them they could not be benefited by the labors and instructions of the teacher, and that they wished, under these circumstances, to apply all the public money to the summer school of 1842. What a beautiful spirit is here manifested! What an exhibition of philanthropic feeling! How nobly have they discharged the responsible duties of School District trustees! Surely, their names should go down to posterity as benefactors of their race. What! Trustees! the guardians of the rights and privileges of District Schools, refuse to hire a teacher, because, forsooth, they might not be benefited by the labors of such teacher! O shame, where is thy blush? When will the patrons of these primary fountains of knowledge learn wisdom, and elect such men and such only as are willing to discharge the duties of their office faithfully, with honor to themselves and usefulness to the district? Until the voters at district meetings shall choose the best men that can be selected from their number, the schools of such districts will exhibit a feeble and languishing state."

"I believe it is too often the case with teachers who may have sustained a good examination before a board of inspectors, that they do not realize the great importance of correct habits of reading. If not, how does it happen that when a class is called upon to read, the teacher does not give his undivided attention to it. Why does he suffer any member of the school to call upon him to set a copy, to mend a pen, to do a sum, or find the name of a place on a map? Why does he suffer any one of the class to read in a monotonous manner, neglecting the reflections of the voice, the proper emphasis and cadence? Why does he enjoin the observance of no rules but such as call upon the reader to stop his voice at a certain mark, while he can omit one, at another two, at another four, at another six? And that sentences commencing with an interrogation should be closed with a raised tone of voice? By this reprehensi-

ble negligence on the part of the teachers, I do not say all teachers, for there are honorable exceptions, how many bad habits are formed in childhood which remain in riper years. I would say to those teachers who are thus careless in relation to this important department, consider well how much injury you are doing to the rising generation, that you are suffering habits to become established, which, under skillful and systematic instructors may require years to eradicate. If the consequences of your mismanagement and negligence were to cease with your labors, the evil would be far less. Perhaps there may be those under your instruction who intend soon to engage in the business of teaching. They will be apt to adopt your practice for their model, and will govern themselves accordingly. Thus you see how rapidly the evil of your example will spread through our schools, and instead of your labors being a blessing, will prove a curse to community. If, after having duly considered the importance of this subject, you still think it best to plod along in the same old track, let me suggest whether you had not better withdraw your services from community as District School Teachers."

"Another reason of the unsatisfactory condition of our schools is to be found in the indifference manifested by the patrons of schools upon this subject. If a teacher is employed, and their children sent to school, they appear to consider their duty done. They generally pay no further attention to their schools, than they do to the schools in France. All the information they obtain concerning them is derived from their children, who may be interested to give a different appearance to them than they really wear, and thus many parents are led to judge unfavorably of the teacher, and that too, without sufficient cause. How do men act in regard to other matters? Do they hire a man to perform service, and pay him without knowing whether he has performed that service? Can trustees know that they do not injustice to the district by making out a rate bill against those sending to school, without knowing whether the school has been benefited by the services of the teacher? And how can they know without frequently visiting the school? Until trustees and other district officers shall discharge their duties better and more faithfully, our schools will exhibit but a very sorry appearance. I see no reason why our common schools, under a thorough and systematic supervision, may not present all that is desirable in our best select schools and most flourishing academies. Another reason why our district schools are so far behind what they ought to be, and what they are destined to become, is the indiscriminate employment of teachers, whether they are well qualified or not. Some thus employed may pass well before a board of inspectors, and be totally unfit to discharge the duties which devolve upon a teacher. They may be men of first rate literary attainments, and possess highly cultivated minds; have urbanity of manners, and a pleasing and engaging deportment, and still fall infinitely short of what is needed in a teacher of district schools. In order to have our district schools become what the friends of popular education have been striving to make them, such teachers and only such should be employed, as possess the requisite qualifications.

ABRAHAM BURGESS,

Dep. Stp. of Com. Schools,

Nunda, Dec. 23th, 1841.

FROM THE CORRESPONDENCE OF THE DEPARTMENT.

"The Deputy Superintendent of this county, Mr. —, has visited one-third of the schools, and is an active and energetic agent in the cause of education. He will be the immediate cause of much good to the schools of our county.

Your's, &c.

"C—G—, Town Clerk."

"A contest had sprung up between the old and the new district. The old district had no school, and seemed determined not to have one, and, indeed, to abandon the school-house and their privileges as a district. The Superintendent thought it proper to call a meeting of the inhabitants, and to address them on the subject of their duties and privileges. The meeting was fully attended, and he embraced the opportunity to call their attention to the subject of common school education, and enforce its importance and claims. The result was beneficial; agreeably to his advice, they called a meeting, appointed trustees and employed a teacher. I mention these circumstances to evince the beneficial operation of the system of county Superintendents.

"R—."

PREAMBLE AND CONSTITUTION OF THE TEACHERS' ASSOCIATION OF MIDDLESEX, YATES COUNTY.

PREAMBLE.

Believing that the common school is the only means of sustaining our nation's character, raising the standard of education, and preserving our free institutions from corruption; we, therefore, form ourselves into an association for the sacred purpose, and pledge ourselves to each other, and to our country, to do all that is in our power to scatter the seeds of learning as far and wide as our influence shall extend, so that they may flourish and bear fruit in all future time, to the

unspeakable advantage of a free people. Knowing that the common school is the poor man's college, it shall be our great object to elevate its character, and arouse the dormant energies of the people, by showing them the importance of employing teachers that are an ornament to the profession; and where we lack in ability, we pledge ourselves, by "eternal vigilance" to prepare better to perform the duties devolving upon us.

CONSTITUTION.

Article 1. This society shall be called the Teachers' Association of Middlesex.

Art. 2. This society shall be auxiliary to the Yates County Teachers' Association, and be subject to any requirements made of them by the county association.

Art. 3. Any person may become a member of this association who has been, or may hereafter become a teacher, by a vote of a majority of the members present, and by signing this constitution.

On motion it was—

Resolved, That we regard the appointment of a deputy superintendent as an auspicious era in the great work of reforming our common schools.

Resolved, That we are highly gratified with the manner in which our superintendent, (Mr. H. C. Wheeler,) has discharged his duties in this town.

ALEXANDER BASSETT, Pres't.

R. N. WARFIELD, Sec'y.

METHODS OF TEACHING.

The objects which are to be secured, in the management of classes, are twofold,

1. Recitation.

2. Instruction.

These two objects are, it is plain, entirely distinct. Under the latter, is included all the explanation, and assistance, and additional information, which the teacher may give his pupils, and, under the former, such an examination of individuals, as is necessary to secure their careful attention to their lessons. It is unsafe to neglect either of these points. If the class meetings are mere recitations, they soon become dull and mechanical: the pupils generally take little interest in their studies, and imbibe no literary spirit. Their intellectual progress will, accordingly, suddenly cease, the moment they leave school, and cease to be called upon to recite lessons. On the other hand, if instruction is all that is aimed at, and recitation, (by which I mean, as above explained, such an examination of individuals as is necessary to ascertain that they have faithfully performed the tasks assigned,) is neglected, the exercise soon becomes not much more than a lecture, to which those, and those only, will attend, who please.

The business, therefore, of a thorough examination of the class must not be omitted. I do not mean, that each individual scholar must, every day, be examined; but simply that the teacher must, in some way or other, satisfy himself, by reasonable evidence, that the whole class are really prepared. A great deal of ingenuity may be exercised, in contriving means for effecting this object, in the shortest possible time. I know of no part of the field of a teacher's labors, which may be more facilitated, by a little ingenuity, than this.

One teacher, for instance, has a spelling lesson to hear. He begins at the head of the line, and putting one word to each boy, goes regularly down, each successive pupil calculating the chances whether a word, which he can accidentally spell, will or will not come to him. If he spells it, the teacher cannot tell whether he is prepared or not. That word is only one among fifty, constituting the lesson. If he misses it, the teacher cannot decide that he was unprepared. It might have been a single accidental error.

Another teacher, hearing the same lesson, requests the boys to bring their slates, and as he dictates the words, one after another, requires all to write them. After they are all written, he calls upon the pupils to spell them aloud as they have written them, simultaneously, pausing a moment after each, to give those who are wrong, an opportunity to indicate it, by some mark opposite the word misspelled. They all count the number of errors and report them. He passes down the class, glancing his eye at the work of each one, to see that all is right, noticing particularly those slates, which, from the character of the boys, need a more careful inspection. A teacher, who had never tried this experiment, would be surprised at the rapidity with which such work will be done by a class, after a little practice.

Now, how different are these two methods, in their actual results! In the latter case, the whole class are thoroughly examined. In the former, not a single member of it, is. Let me not be understood to recommend exactly this method of teaching spelling, as the best one to be adopted, in all cases. I only bring it forward as an illustration of the idea, that a little machinery, a little ingenuity, in contriving ways of acting on the whole, rather than on individuals, will very much promote the teacher's designs.

In order to facilitate such plans, it is highly desirable that the classes should be trained to military precision and exactness in these manipulations. What I mean by this, may, perhaps, be best illustrated by describing a case: it will show, in another branch, how much will be gained by acting upon numbers at once, instead of upon each individual in succession.

Imagine, then, that a teacher requested all the pupils

of his school, who could write, to take out their slates, at the hour for a general exercise. As soon as the first bustle of opening and shutting the desks was over, he looked around the room, and saw some ruling lines across their slates, others wiping them all over both sides, with sponges, others scribbling, or writing, or making figures.

"All those," says he, with a pleasant tone and look, "who have taken out any thing besides slates, may rise."

Several, in various parts of the room, stood up. "All those, who have written any thing since they took out their slates, may rise too, and those who have wiped their slates."

When all were up, he said to them, though not with a frown or a scowl, as if they had committed some very great offence:

"Suppose a company of soldiers should be ordered to form a line, and instead of simply obeying that order, they should all set at work, each in his own way, doing something else. One man, at one end of the line, begins to load and fire his gun; another takes out his knapsack, and begins to eat his luncheon; a third amuses himself by going as fast as possible through the exercise; and another still, begins to march about, hither and thither, facing to the right and left, and performing all the evolutions he can think of. What should you say to such a company as that?"

The boys laughed.

"It is better," said the teacher, "when numbers are acting under the direction of one, that they should all act *exactly together*. In this way, we advance much faster, than we otherwise should. Be careful therefore to do exactly what I command, and nothing more."

"Provide a place, on your slates, large enough to write a single line," added the teacher, in a distinct voice. I print his orders in italics, and his remarks and explanations in Roman letter.

"Prepare to write."

"I mean by this," he continued, "that you place your slates before you, with your pencils at the place where you are to begin, so that all may commence precisely at the same instant."

The teacher who tries such an experiment as this, will find, at such a juncture, an expression of fixed and pleased attention upon every countenance in school. All will be intent; all will be interested. Boys love order and system, and acting in concert; and they will obey, with great alacrity, such commands as these, if they are good-humoredly, though decidedly expressed.

The teacher observed in one part of the room, a hand raised, indicating that the boy wished to speak to him. He gave him liberty by pronouncing his name.

"I have no pencil," said the boy.

A dozen hands, all around him, were immediately seen fumbling in pockets and desks, and, in a few minutes, several pencils were reached out for his acceptance.

The boy looked at the pencils, and then at the teacher; he did not exactly know, whether he was to take one or not.

"All those boys," said the teacher, pleasantly, "who have taken out pencils, may rise."

"Have these boys done right, or wrong?"

"Right," "Wrong," "Right," answered their companions, variously.

"Their motive was to help their classmate out of his difficulties; that is a good feeling, certainly."

"Yes sir; right," "Right."

"But I thought you promised me a moment ago," replied the teacher, "not to do any thing, unless I commanded it. Did I ask for pencils?"

A pause.

"I do not blame these boys at all, in this case, still it is better to adhere rigidly to the principle, of *exact obedience*, when numbers are acting together. I thank them, therefore, for being so ready to assist a companion, but they must put their pencils away, as they were taken out without orders."

Now such a dialogue as this, if the teacher speaks in a good-humored, though decided manner, would be universally well received, in any school. Whenever strictness of discipline is unpopular, it is rendered so, simply by the ill-humored and ill-judged means, by which it is attempted to be introduced. But all children will love strict discipline, if it is pleasantly, though firmly maintained. It is a great, though very prevalent mistake, to imagine, that boys and girls like a lax and inefficient government, and dislike the pressure of steady control. What they dislike is, sour looks and irritating language, and they therefore very naturally dislike every thing introduced or sustained by their means. If, however, exactness and precision in all the operations of a class and of the school, are introduced and enforced, in the proper manner, i. e., by a firm, but mild and good-humored authority, scholars will universally be pleased with them. They like to see the uniform appearance, —the straight line,—the simultaneous movement. They like to feel the operation of system, and to realize, while they are at the school-room, that they form a community, governed by fixed and steady laws, firmly but pleasantly administered. On the other hand, laxity of discipline, and the disorder which will result from it, will only lead the pupils to condemn their teacher, and to hate their school.

TO CORRESPONDENTS.

The elaborate article on securing uniformity of textbooks, presents a plan, that on full consideration, was

decided against by the late Superintendent. We intend, however, if unable to publish it in the Journal, to bring it before the convention of deputies. Various other articles were received too late for publication.

RESPONSIBILITIES OF SCHOOL OFFICERS.

Adapted to the condition of the New-York system.

Suppose the whole number of children in the state, between the ages of four and sixteen, who are wholly dependent upon the public schools for all the education they will ever receive, to be 500,000. Reckoning the whole of their school-going life at twelve years—that is, the intervening period between four and sixteen—and the present will be the last year in which more than 48,000 of these children will attend school. At the close of this year they are to graduate with such "honors" as the teachers may assign them. Of course, all the other children in the schools will be carried forward one year, so that the administration of the affairs of the schools, for this year, will be equal to the entire care of more than 48,000 children, during the whole period of their education. The responsibility, therefore, of this year's committee, equals that of the entire education of more than 48,000 of the children of the state.

Now, in the whole range of civil officers, from constable to governor, is there any upon whom are devolved responsibilities more weighty, or duties more sacred? Who have a larger amount of the future intrusted to their keeping, and dependent upon their decision, than our school officers? Surely, no man can touch any spring in the whole machinery of civil institutions, whose elastic force will reach farther into futurity, than that which they touch. The consequences of whatever they do, of whatever they omit to do, are hereafter to be broadly developed and to become manifest in great results of good or evil. Do school officers attach its due importance to the station they have assumed? Reason commands us to apportion our time and our energy amongst different objects, according to their relative values. To labor earnestly and assiduously, for some trivial object, while one of inestimable value is wholly abandoned or forgotten, is pretty good evidence, at least of folly, if not of insanity. Reason informs us, that the several duties, appertaining to us in this life, are to be arranged upon a scale, according to their relative worth, and then our talents and efforts are to be divided amongst them, according to precedence, and in the ratio of their values. Now let us compare some of these interests and objects, so far as public duties are concerned, and see whether the social rank of the trustee has not been thrust out of its place, degraded, dishonored, and whether some exertion be not necessary to reinstate it in its true position, and to reinvest it with its proper character of moral dignity. We abjure all aid from fancy. We will not overcolor or exaggerate. We disdain all declamatory flourishes on so solemn a subject. We appeal to the reason, the calm, dispassionate judgment of this community. We entreat them to look at this subject, only fifteen minutes, as they would at a mere matter of worldly interest, which they were called upon to decide. Let the conduct of our school officers, and the judgment which the public pronounce upon it, be compared with that conduct and that judgment in regard to other things.

Compare the office and duty of a trustee with the highly esteemed office of a justice of the peace. Here are two classes of legal officers, each intrusted with the administration of a portion of the public sovereignty. But here the analogy ends. The grand aim of the trustee is to educate the rising generation—his own children, and the children of his neighbors and townsmen—in a fitting and proper manner; to educate them as though they were men, and not animals; beings, who are incapable of remaining stationary—necessitated to rise or fall—who have started upon a career, and who must run that career—who must advance in some direction, either toward honor or infamy. These children are now ignorant; but they cannot remain so. It is the compulsion of their natures, and of the institutions under which they were born, that they must learn something; and if they do not acquire a knowledge of good, they will of evil. Company after company of these children are daily coming upon the stage of life. They are becoming parts and members of a system, where true knowledge is indispensable to happiness, and in which erroneous notions and convictions will inflict dreadful privations and calamities. The moral, like the neutral world, is full of irresistible movements and tendencies, and if one understands them and acts in accordance with them, they are his co-workers, they will carry forward and perfect all the plans which his wisdom may devise; but they overwhelm whomsoever is ignorant of them, or acts in contrariety to them. The children too, are daily forming character and habits. These are to fix their internal state of mind, and their social position in after life. By these, they are to be contented, happy, respectable, useful, honorable, nobly great and good; or depraved, grovelling, infamous in life, ignominious in death. The habits, they are now forming, are accelerating velocities towards the gulf of ruin or the summits of blessedness. The duties of the trustee point not only to the welfare of the rising generation; but to that of their descendants, and so onward, through indefinite periods; to the welfare and prosperity of their country, and to the influences of that country upon other countries and other times. Their influence has no limits. Earth and time present no bounds. It enlarges outward and onward into immensity and in-

DUTIES OF PARENTS AND TEACHERS.

When the teacher is known to be wrong, parents should possess a forgiving spirit. It is a duty enjoined by the Great Teacher, that we should love our enemies, and that we should forgive men their trespasses as we hope to be forgiven. But how rarely is there any such thing as forgiveness for the faults of a teacher. "He has done wrong—turn him out," is the gratuitous decision of almost all who have any cause of complaint against the schoolmaster. Is he their enemy? then they should forgive. But he is not their enemy. In nine cases of ten, he has erred in the midst of well-meaning; he has erred because he was perplexed beyond the sustaining power of humanity! Surely then he deserves your compassion rather than your rebuke. Show to him the kind spirit, give to him the support he needs, second his reproofs, if need be, his punishments, give no countenance to the offending and offended pupil, no occasion for others to expect your sympathy if they offend and find the way of the transgressor is hard,—and you do that for the teacher, which he has a right, as your fellow-citizen and your fellow-Christian, to expect from you, and that for the school which its best interests demand.

We add but one thing more. PARENTS SHOULD GIVE TO TEACHERS THEIR SYMPATHY. Some parents, ready to meet and defray the requisite expenses of their children's tuition, ready to co-operate with the teacher in all laudable plans and aims for the welfare of his pupils, are still lamentably deficient in this one Christian grace and virtue. They seem to have no conception that he has wants like other men, that time with its free use and unfettered enjoyment is also to him a blessed commodity; that confinement within the four walls of a school-room, month after month, does not necessarily leave him no tastes to gratify beyond. They seem not to realize, that the teacher has nerves that need relaxation, languid pulses to be revived, and wasting strength to be renewed; and they can, and not unfrequently do, grudge the limited vacations, which are absolutely necessary to recruit his crippled energies and exhausted body. We repeat it, we claim the sympathy, the spontaneous, grateful sympathy of the parents, sympathy for the perplexities, the toils, the nameless trials that overtask the mind, unnerve the frame, and wear down the strength of the studious, faithful, devoted teacher.

It must be admitted, that many parents estimate the services of the schoolmaster, in very much the same way, that they estimate the services of the day-laborer in their employ. The man of business pays the clerk in his counting-room, and the cartman on his wharf, and the term-bill of his child's teacher, and in each case feels, in his own mind, alike absolved from all further obligation. OBLIGATION! Obligation from a parent toward a teacher. We have heard the word sneered at, the idea treated with contempt. But as there is no estimating the amount of good or evil influence upon the ductile mind of a child, extending as it does through his boyhood, felt in his riper years, operating unseen upon the principles and habits of all after life, running into eternity even—so there can be no estimating, in mere dollars and cents, the unspeakable value of a good teacher's services; and no pecuniary emolument can ever cancel the obligation, unfelt and unacknowledged though it be, which the parent comes under to the teacher, while he sees the germs of fair promise in his boy, shooting into active usefulness as that boy becomes the man. Yes, the parent witnesses the expansion of the bud, the beautifying of the flower; but the genial influences, which operate upon these as the gentle dew and the blessed sunshine of heaven, are wholly forgotten and overlooked. A hand is at work behind the scenes, and the light of eternity can only reveal to the astonished parent, that the sun, the shade, the imperceptible dew on the mind of his child were to be found in the unobtrusive workings, the judicious, persevering, faithful training of the neglected teacher.

There is something cheering and animating in the cordiality of soul, which it is in the parents' power to exercise toward the instructor. If they have not the time for the visitation of the school, or the supposed qualifications for the examination of their children in their studies, they certainly have in their power to do much to make the teacher's life a pleasanter one; they can give to him some tokens of a kindly interest in his success, and of a willingness to cheer him along the toilsome way. And let the teacher see that his labors are appreciated, his duties and difficulties properly estimated, his plans cordially acquiesced in and promoted, his acts candidly judged, his faults, (and it will be very wonderful after all if he have not many of these,) fairly considered and heartily overlooked—and he would be an ungrateful, soulless piece of humanity, who would not be willing to devote his strength to the last remnant of energy, to requite the confidence, and answer the just expectations of those for whom he labors.

Let parents give their sympathy and co-operation to the teachers of their children, and the profession would soon be filled with devoted and talented men, who would be willing to live and die in their work; and when from their last pillow they should cast back a lingering look to the scene of their labors, the roses would amply conceal the sharpest thorns.

fully upon the track, and it is difficult for them to get away from it. When once a habit is made in attempting to run over the rough ground. Now, the mind is very like the car; it slides along easily enough upon the rails of habit, but it works hard and makes little progress upon a place where it has not been before. Thus, if a boy gets into the habit of lying, he lies, as a locomotive glides upon the track, with great rapidity, smoothness, and ease. And if he has once got into this habit of lying, and then attempts to tell the truth, he feels as if he had got off the track, and is like a car running over the common ground.

The importance of this matter of habits is seen upon a little reflection. We must remember what has been said before, that the things we do once or twice, we are likely to repeat. We are, therefore, always forming habits, good or bad; and children frequently get them settled as a rail-road track, before they are aware of it. Now, these habits may ruin those who adopt them, and turn into evil the best advantages that they can enjoy.

If a boy gets the habit of studying in a half-way, slovenly, slipshod manner, he is almost certain to be greatly injured thereby. If he goes to college, he there continues the same habit; when he comes out, he still carries it with him; when he enters upon business, it still hangs about him. He does nothing well, or thoroughly; he is careless and slovenly in all he does; there is imperfection and weakness in his career, and finally he tapers out as an unsuccessful man. If he is a merchant, he usually fails in business; if a lawyer, a physician, or minister, he is generally at the tail end of his profession, poor, useless, and despised. Such is the mighty influence of our habits; and remember that they are formed in early life. Remember that every day feeds and fosters our habits.

It is interesting to trace the way that Washington's youthful habits operated upon him. Some of his early school-books are extant, and these show that he was very thorough in writing. He even took the pains to write out, in a fine hand, the forms in which notes of hand, bills of exchange, receipts, bonds, deeds, wills, should be drawn. Thus he cultivated his habit of writing neatly, of being patient in copying papers, and of being accurate in making copies; and at the same time he made himself acquainted with the forms of drawing up business documents. In all this, we see the habit of doing things patiently, accurately, and thoroughly. We see that Washington had so trained himself, that he could sit down and do that which was mere toil, and which some boys would think stupid drudgery.

Another thing that is remarkable at this early period of Washington's life, is, that in writing he was careful to study neatness and mechanical precision. Several quires of his school manuscripts remain, in which he worked out questions in arithmetic and mathematics. These manuscripts are very neatly executed; there are several long sums which are nicely done and beautifully arranged. There are, also, extensive columns of figures, and all set down with careful precision.

Another thing visible in these manuscripts, is, that Washington studied accuracy; his sums were all right. What a beautiful illustration of the great man's life! His youthful manuscripts show that he learned to render his school-boy pages fair; to work out all his sums right. Thus he started in life—and thus he became qualified to make the pages of his history glorious; the footing up of his great account such as the sentiments of justice throughout the world would approve!

Another thing that had great influence in the formation of Washington's character and in securing success in life, was, that very early he adopted a code or system of rules of behavior. This was found among his papers after his death, in his own hand-writing, and written at the age of thirteen. I will give you a few extracts from this code of manners, or rules of conduct:

EXTRACTS.

- "Every action in company ought to be with some sign of respect to those present.
- "Be no flatterer, neither play with any one that delights not to be played with.
- "Read no letters, books, or papers in company.
- "Come not near the books or papers of another so as to read them.
- "Look not over another when he is writing a letter.
- "Let your countenance be cheerful, but in serious matters be grave.
- "Show not yourself glad at another's misfortune.
- "Let your discourse with others on matters of business be short.
- "It is good manners to let others speak first.
- "Strive not with your superiors in argument, but be modest.
- "When a man does all he can, do not blame him, though he succeeds not well.
- "Take admonitions thankfully.
- "Be not hasty to believe flying reports to the injury of another.
- "In your dress, be modest, and consult your condition.
- "Play not the peacock, looking vainly to yourself.
- "It is better to be alone than in bad company.
- "Let your conversation be without malice or envy.
- "Urges not your friend to discover a secret.
- "Be not a jest where none take pleasure in mirth.
- "Speak not injurious words either in jest or earnest.
- "Gaze not on the Missives of others.
- "When another speaks, be attentive.

Do not get up with news.
Do not endeavor to know the affairs of others.
Speak not evil of the absent.
"When you speak of God, let it ever be with reverence."
"Labor to keep alive in your heart that spark of heavenly fire called conscience."

Such are some of those rules that Washington wrote out in a fair hand at thirteen. Most of these rules turn to one great principle, which is, that you treat others with respect; that you are tender of the feelings, and rights, and characters of others; that you do to others as you would have others do to you.

But another thing, also, is to be considered, which is, that Washington not only had a set of good rules of behavior, all written out in a fair hand and committed to memory, but he was in the habit of observing them; and he not only observed them when a child, but after he became a man. He got into the habit of obeying every one of these rules, and every one of them became a rail-road track to him, and he therefore followed them; and thus it was that his manners were always so dignified, kind, and noble; thus it was that his character and conduct became so great and good.

Now, I would not have my readers suppose that Washington was always a man; on the contrary, when he was a boy, he loved fun as well as anybody. He liked to run, to leap, to wrestle, and play at games. He had a soldierly turn, even in boyhood, and was fond of heading a troop of boys, and marching them about with a tin kettle for a drum.

Washington, too, was quick-tempered and passionate when a boy; but the beauty of his story in this point is, that by adopting good habits and principles he overcame these tendencies of his nature, and he showed that all quick-tempered boys can do the same, if they please. They can govern their tempers; they can adopt good rules of conduct; they can get into the habit of being calm, patient, and just, and thus grow up to honor and usefulness.

There are many other traits of character belonging to Washington that are interesting and worthy of imitation. He was accurate and just in all his dealings; he was punctual in the performance of promises; he was a man of prayer, and an observer of the Sabbath. And this point here to be noticed by youth, is, that all these qualities which we have been noticing appear to be the fruit of seed sown in his youth. They appear all to have taken root in one great principle—OBEDIENCE—obedience to his mother, obedience to his teachers—obedience to a sense of duty, formed into habit in early life. This is the real source of Washington's greatness. He was not made greater or better than most others, but he adopted good habits, and under their influence he became great.

Another thing to be observed is, that in adopting good habits, Washington rejected bad ones. He was guilty of no profanity; no rudeness or harshness of speech; he was not addicted to *spree*; he was no haunter of bar-rooms or taverns; he had no vulgar love of eccentricity; he affected not that kind of smartness which displays itself in irregularity or excess; he did not think it clever to disobey teachers or parents; he was no lover of scandal, or of profane and rude society.

The teaching, then, of Washington's example is this: study obedience, patience, industry, thoroughness, accuracy, neatness, respect to the rights and feelings of others, and make these things habitual—rail-tracks in the mind. The path of obedience is the path to glory; the path of disobedience is the path of failure and disappointment in the race of life.—*Merry's Museum.*



THE HORSE AND THE BELLS—A FABLE.

A waggoner, observing that his horse did not work so well without the bells, restored them to their place, remarking, that his horse was like himself—he liked music and ornament, and even hard work came more easy for a little recreation by the way.

There was much truth and good sense in the observation of the waggoner. "All work and no play," says the proverb, "makes Jack a dull boy." It is right and proper that we should devote some part of our time to amusement, for by this means we are cheered and enlivened, and qualified to engage in our several duties with good effect. But we should be careful of two points: first, that we choose innocent amusements, and second, that we do not permit our recreations so far to engross our thoughts or our time, as to interfere with the sober business of life.—*Merry's Museum.*

WASHINGTON A TEACHER OF THE YOUNG

There is no name in the annals of any country more revered than that of George Washington. It is a matter of interest to inquire how he became so good and great; and how he obtained such a desirable reputation; how he was able to do so much good to his country and to mankind; how he was qualified to leave behind him so excellent an example; how he acquired that great wisdom which guided him in life, and prepared him for death—which made him, like Moses in ancient days, the leader of a nation through a wilderness of trial, and suffering, and danger, and now that he has been dead more than forty years, renders him still the teacher, not only of the United States, but all the civilized world.

It is a good plan for every one who wishes to be useful, good, and happy, to study the story of Washington, and see how it was that he became so useful, so good, and so happy. It is only by study that we can gain knowledge; and the best way to find out the path of duty and of success, is carefully to read the history of those who have been successful. I propose, therefore, to give you a brief outline of Washington's life, taking care to present those points in his career which seem to have been the most influential in forming his character and shaping his fortunes.

George Washington was born in Virginia, on the 22d of February, 1732. His father was a wealthy planter, but he died in 1743, when George was eleven years old. He was, therefore, left to the care of his mother, who was a good and wise woman.

Now you must remember that when Washington was a boy, young people had not the advantages that they have now. In Virginia, there were no academies, high-schools, or colleges. He had, therefore, only the privileges of a common school education, where writing, reading, arithmetic, and a little of geometry, were taught.

Now some boys with these simple helps had never been great; the reason why they were sufficient for Washington I will tell you. In the first place, he had a good mother, who, like almost all good mothers, frequently counselled and advised her son to make the best use of his time at school; to pay attention to his lessons; to learn them well; and thus, not only to store his mind with knowledge, but to get into the habit of studying thoroughly, and of improving his mind. In the second place, Washington had the good sense, the virtue, and the wisdom to mind his mother in these things. These are the two great reasons why a common school education was sufficient for so great a man, and they are the two chief reasons why he became so great.

Now this shows that the advantages a boy possesses are of less consequence than the way in which he improves them. A boy may be sent to a high-school, and go through college, and have good natural capacity, and yet turn out to be a useless, weak, and ignorant man. Merely going through a high-school, or an academy, or a college, cannot make a good, useful, or great man. In order to be good, useful, great, or even happy, it is necessary in youth to do as Washington did.

Another thing to be noticed here is, that Washington had none of that folly which some boys think smartness, or a mark of genius, or manliness—a disposition to disobey a mother or a schoolmaster. Washington was obedient to both of them. If, therefore, a boy wishes to be successful in life, let him cultivate obedience to parents and teachers.

One of the great advantages that followed from Washington's making the best of his school privileges was, his adopting good habits. He got into the habit of doing everything thoroughly. He was not willing to learn a lesson by halves, and when he came to recite, to guess and shuffle his way out. No, indeed! He did not leave a lesson till he had mastered it—till he knew all about it—till he had stamped it so firmly in his mind as to make the impression indelible.

The reason why habits are so important, is, that they hang about a person, and actually guide him through life. When a man has got the habit of doing a thing, it is easy to repeat it, and it is hard to act otherwise. Habits may be illustrated by a rail-road. The cars run

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